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ABSTRACT

This model prepared by the State of Iowa Department of Public Instruction is intended to provide assistance to schools in developing their own policy and procedures for the selection of library media and text materials. A brief model statement of policy is followed by a model statement of rules which includes (1) responsibility for selection of materials, (2) criteria for selection of materials, (3) procedures for selection, and (4) procedures for handling complaints. Forms for reconsideration, instructions from the board to the reconsideration committee, flow charts of the reconsideration process, and a simulation designed to help people understand the process are also provided. A list of sources is given which includes both publications and associations concerned with intellectual freedom. (CHC)

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SELECTION OF INSTRUCTIONAL MATERIALS

A Model Policy and Rules

BEST COPY AVAILABLE

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Des Moines, Iowa 50319

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Introduction

For a number of years the State Department of Public Instruction has demonstrated its concern for careful selection of library media and text materials and for intellectual freedom for teachers and students. In 1968 the department cosponsored a conference concerned with censorship and selection with the Iowa Association of School Librarians. A paper developed for the conference, "Selection Policies for School Libraries," was printed and distributed by the department. In 1971 the Department of Public Instruction began distribution of "Policies and Procedures for Selection of Instructional Materials," a paper published by the American Association of School Librarians. And in 1973 the department began helping with the distribution of Intellectual Freedom Do-Line, published by the Iowa Library Association and the Iowa Educational Media Association (The Iowa Association of School Librarians mentioned above merged with the Audiovisual Education Association of Iowa to form the Iowa Educational Media Association).

Both before and since the distribution of these documents the department has advocated the establishment of selection policy and procedures to help achieve appropriate assignment of selection responsibility, and quality selection, and to guard against unwarranted censorship of materials.

Now the department offers its own model for such policy and procedures statements, emphasizing the ongoing nature of selection, involving assignment of responsibility of selection and continued evaluation by school staff members and providing for appropriate consideration of community concerns.

Local school officials and staffs have responsibility to provide this type of protection and assurance for the schools and communities. The model is intended to provide assistance to schools in developing their own selection policies and procedures. A common approach to the development of such policy statements is for a school board to appoint a committee to prepare a proposal for consideration and adoption by the board.

Model Policy and Rules for Selection of Instructional Media

It is of the utmost importance that a delineation be made between "policy" and "rules." Policy is that general statement of direction given by the board of directors to all concerned. Rule is that procedure developed by the school administration (and under Iowa law, adopted by the board) by which the policy is to be carried out. Rules detail the application of policy to specific circumstances. Proposed policies and rules should always be reviewed by legal counsel.

This model should not be presented for verbatim adoption. It is offered only for local consideration.

Model Statement of Policy

The Board of Directors of the _____ School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

Legal Reference: Code of Iowa §279.8
Ch. 301

Model Statement of Rules

I. Responsibility for Selection of Materials

A. The board of directors is legally responsible for all matters relating to the operation of the _____ school district.

B. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of this rule the term "instructional materials" includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials (media).

C. While selection of materials involves many people (principals, teachers, students, supervisors, community persons and media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with certificated media personnel. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately certificated persons responsible for selection of media.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the appropriate department chairperson or with the textbook evaluation committee. For the purpose of this rule the term "text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of such a class.

II. Criteria for Selection of Materials

A. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.

2. Materials shall meet high standards of quality in factual content and presentation.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials shall have aesthetic, literary, or social value.

5. Materials chosen shall be by competent and qualified authors and producers.

6. Materials shall be chosen to foster respect for women and minority and ethnic groups, and shall realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups.

Materials shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, and minority and ethnic groups. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist society.

7. Materials shall be selected for their strengths rather than rejected for their weaknesses.

8. Biased or slanted materials may be provided to meet specific curriculum objectives.

9. Physical format and appearance of materials shall be suitable for their intended use.

B. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

III. Procedure for Selection

A. Media Center Materials (Media)

1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this rule the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in resource centers and class-

rooms (if any) which are not text materials. For the purpose of this rule, the term "media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. It may include units not contiguous to the center where facilities dictate. These units would include butnot be limited to resource centers, production centers, andtelevision studios.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

5. Selections are forwarded to the office of a superintendent or the superintendent's designee (e.g., the district media director or the business manager) through the principal or other person in charge of the attendance center for purchase throughout the year.

B. Text Material

1. Text materials committees shall be appointed at the time that text adoption areas are determined. Appropriate subject area, instructional level, and media personnel shall be included in each committee.

2. Criteria for text materials consistent with the general criteria for materials selection noted in Section II shall be developed by the text materials evaluation committee.

3. The committee shall present its recommendation(s) to the superintendent or other designated administrator.

4. The superintendent or the superintendent's designee and the text materials committee shall present the recommendation(s) to the board.

IV. Objection

A. Any resident or employee of the school district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in Section IV. B. 6. e. of this rule.

a. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

b. The school official or staff member initially receiving a complaint shall explain the particular place the objected to material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

(Comment: The vast majority of complaints can be amicably disposed of in the first stages when the school officials and staff are frequently reminded of the school's procedures. A quick personal conference can often solve the problem where a shift into a more formal procedure might inflate the problem. While the legal right to object to materials is not expressly stated, it is implied in such provisions as the right to petition the government for redress of grievances.)

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to someone designated by the principal or person in charge of the attendance center to handle such complaints or to the media specialist for that attendance center. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a reconsideration request form in full.

3. The individual receiving the initial complaint shall advise the principal or person in charge of the attendance center where the challenged material is being used of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal or other person in charge of the attendance center.

4. The principal or other person in charge of each attendance center shall review the selection and objection rules with the staff at least annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the board of directors and firmly entrenched in law. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

B. Request for Reconsideration

1. Any resident or employee of the school district may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central office will keep on hand and make available reconsideration request forms. All formal objections to instructional materials must be made on this form.

3. The reconsideration request form shall be signed by the complainant and filed with the superintendent or someone so designated by the superintendent.

4. Within five business days of the filing of the form, the superintendent or person designated by the superintendent shall file the material in question with the reconsideration committee for re-evaluation. The committee shall recommend disposition position to the office of the superintendent.

5. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by following the provisions of Section IV. B. 6. e. of this rule.

6. The Reconsideration Committee

a. The reconsideration committee shall be made up of eleven members.

(1) One teacher designated annually by the superintendent.
(2) One school media specialist designated annually by the superintendent.

(3) One member of the central administrative staff designated annually by the superintendent. (This position will normally be filled by the supervisor or person responsible for the district's media services.)

(4) Five members from the community appointed annually by the executive committee of the parent-teacher-student association.

(5) Three high school students, selected annually from and by the student advisory committee.

(Comment: Subsections (4) and (5) represent a departure from the traditional approaches of handling challenged school materials and may well be the key to the success or failure of this model. A committee with a majority of lay members who are representative of the community should be viewed by the community as being objective and not automatically supportive of prior professional decisions on selection. Much of the philosophy regarding the committee structure was borrowed from the policy of the Cedar Rapids Community School District, Cedar Rapids, Iowa.

Use of the parent-teacher-student association in this model is merely illustrative. Whether the non-educators are selected from the P.T.S.A. or other groups interested in the community's schools is not important. The important thing is the establishment and maintenance of the committee's credibility with the community through a majority of nonprofessionals. The policy or rule statement should designate the lay group or groups which will select the community lay members to serve on the committee. An appointed committee will generally be more objective than a voluntary committee.

The method of selecting students for the committee will depend greatly upon the size and organization of the district. A district with several high schools may want to have one student from each on the committee while a district with one high school may want one student representative from each grade. Student selection of the representatives to this committee is very important. Any responsible student group or groups may be used when a student advisory committee does not exist in the district.)

b. The chairperson of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.

(Comment: It is vital to the operation of this model that a community member chair the reconsideration committee. Credibility is the watchword.)

c. The committee shall first meet each year during the third week in September at a time and place designated by the superintendent and made known to the members of the committee at least three school days in advance.

d. A calendar of subsequent regular meetings for the year shall be established and a chairperson and a secretary selected at the first meeting.

(Comment: While many districts may not feel the need to hold regular, perhaps monthly meetings, it is important to establish a sense of continuity and regularity about the committee. The notoriety and excitement caused by emergency meetings when challenges arise in a community may be the unnecessary fuel to cause an ordinary healthy situation to become distorted beyond proportion. It is wiser to cancel unnecessary meetings than to call unexpected ones. Lack of frequent challenges to school materials probably means that one or more of the following is present: (1) satisfaction with the selection process; (2) lack of community interest; (3) belief in the futility of communication with school district officials; or (4) undue influence on the selection and weeding processes.)

e. Special meetings may be called by the Superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.

f. The calendar of regular meetings and notice of special meetings shall be made public through appropriate student publications and other communications methods.

g. The committee shall receive all reconsideration request forms from the superintendent or person designated by the superintendent.

h. The procedure for the first meeting following receipt of a reconsideration request form is as follows:

(1) Distribute copies of written request form.

(2) Give complainant or group spokesperson an opportunity to talk about and expand on the request form.

(3) Distribute reputable, professionally prepared reviews of the material when available.

(4) Distribute copies of challenged material as available.

i. At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

j. The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of reconsideration committee meetings.

k. At the second or a subsequent meeting, as desired, the committee shall make its decision in open session. The committee's final decision will be, (1) to take no removal action, (2) to remove all or part of the challenged material from the total school environment, (3) to allow students to use alternate titles, approved by school personnel involved, or (4) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant and the appropriate attendance centers.

(Comment: The state open meeting law should be reviewed for its application to this provision.)

l. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

m. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. Every reconsideration request form shall be acted upon by the committee.

n. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

o. Committee members directly associated with the selection, use, or challenge of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of that person excused.

(Comment: The committee should never be placed in the position of appearing to defend itself, its members, or the school staff. The committee must maintain a nonadversarial position.)

p. If not satisfied with the decision, the complainant may request that the matter be placed on the agenda of the next regularly scheduled meeting of the board.

(Comment: These requests should comply with existing board policy and rules regarding the board agenda.)

q. Any person dissatisfied with the decision of the board may appeal to the State Board of Public Instruction pursuant to state law.

(Comment: Subsections p. and q. are implicit and expressly provided for, respectively, in Iowa law. Some persons might feel that it would be more inappropriate to use p. and q. as they may encourage appeals. The provisions of q. would be applicable to decisions of AEA boards, area community technical college boards, and school district boards.)

FORM I

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(SUBMIT TO SUPERINTENDENT)

Item Description (fill in all applicable information)

Author _____

Title _____

Publisher or Producer (if known) _____

Date of Publication or Production _____

Type of Material (book, filmstrip, motion picture, etc.) _____

Request Initiated by _____

Telphone _____ Address _____

City _____ Zip _____

School(s) in which item is used _____

_____

Person making the request represents her/himself group or organization

Name of group _____

_____

Address of group _____

_____

_____

1. Did you review the entire item? If not, what sections did you review?

_____

2. To what in the item do you object? (Please be specific; cite pages, or frames, etc.) _____

_____

3. In your opinion what harmful effects upon pupils might result from use of this item? _____

_____

4. Do you perceive any instructional value in the use of this item? _____

_____

5. Should the opinion of any additional experts i. the field be considered?

_____ Yes Please list suggestions if any: _____

_____

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

_____

_____

_____

7. Do you wish to make an oral presentation to the review committee?

___ Yes (a) Please call the office of the superintendent _____
Telephone No.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ No

_____ _____
DATE SIGNATURE

FORM II

INSTRUCTIONS FROM THE BOARD TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any resident or employee of the district may formally challenge instructional materials used in the district's educational program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the reconsideration committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee is composed primarily of community members. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The presence of the school media specialist and the administrative staff member on the committee will assure continuity from year to year and will lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the Committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet an educational need. It is reviewed and examined, if possible, prior to purchase; it is periodically reevaluated through updating, discarding, or reexamination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school personnel regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for a free exchange of ideas. The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the great the amount of information available and, therefore, the greater the number of possible approaches to the problem.

The complainant may choose to make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of the complaint.

The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"

The committee's final decision will be: (1) to take no removal action, (2) to remove all or part of the challenged materials from the total school environment, (3) to allow students to use alternate titles, approved by the school personnel or (4) to agree on a limitation of the educational use of the materials.

The committee chairperson will instruct the secretary to convey the committee's decision to the office of the superintendent. The decision should detail the rationale on which it was based. A letter will be sent to the complainant and to the appropriate attendance centers, outlining the committee's final decision.

SOURCES

Publications

Many of the sources and organizations cited here were of assistance to the committee preparing this policy and procedures model.

American Association of School Librarians. Policies and Procedures for Selection of Instructional Materials. Chicago: The Association, 1976. (Selection of Instructional Materials, A Model Policy and Rules, 1975, was used as a major source in this revision of AASL's policies and procedures statement.)

American Library Association. Library Bill of Rights. Chicago: The Association, 1980.

American Library Association, Office of Intellectual Freedom. Intellectual Freedom Manual. Chicago: The Association, 1975.

American Library Association, Office of Intellectual Freedom. Newsletter of Intellectual Freedom. Chicago: The Association, 1952- Bimonthly.

Boyer, Calvin J. and Nancy L. Eaton. Book Selection Policies in American Libraries, An Anthology of Policies from College, Public and School Libraries. Austin, Texas: Armadillo Press, 1971.

Cedar Rapids Community Schools. Policy, Administrative Regulations and Departmental Guidelines: Materials Selection. Cedar Rapds, Iowa: Cedar Rapids Community Schools, 1975.

Censorship, a joint publication. Sponsored by American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, and National Association of Secondary School Principals. Washington, D.C.: ASCD, 1975.

Iowa Association of School Librarians, Professional Relations Committee. Selection Policies for School Libraries. Des Moines: State of Iowa, Department of Public Instruction, 1968.

Iowa Library Association, Intellectual Freedom Committee. ILA/IFC Handbook on Intellectual Freedom. (Des Moines): The Association, 1977.

National Council of Teachers of English. The Students' Right to Read. Urbana, Illinois: The Council, 1972.

Associations Concerned with Intellectual Freedom

American Library Association, 50 E. Huron Street, Chicago, Illinois 60611

American Association of School Librarians (Division of ALA)

American Civil Liberties Union, 22 E. 40th Street, New York City 10016

Iowa Civil Liberties Union, 102 E. Grand, Des Moines 50309

Iowa Council of Teachers of English. Contact Linda Henke, SLATE Liaison, Fort Dodge Community School District, 330 1st Avenue North, Fort Dodge 50501

Iowa Educational Media Association. Contact Lucille Lettow, University of Northern Iowa Library, Cedar Falls 50613

Iowa Library Association, 817 Insurance Exchange Building, Des Moines 50309

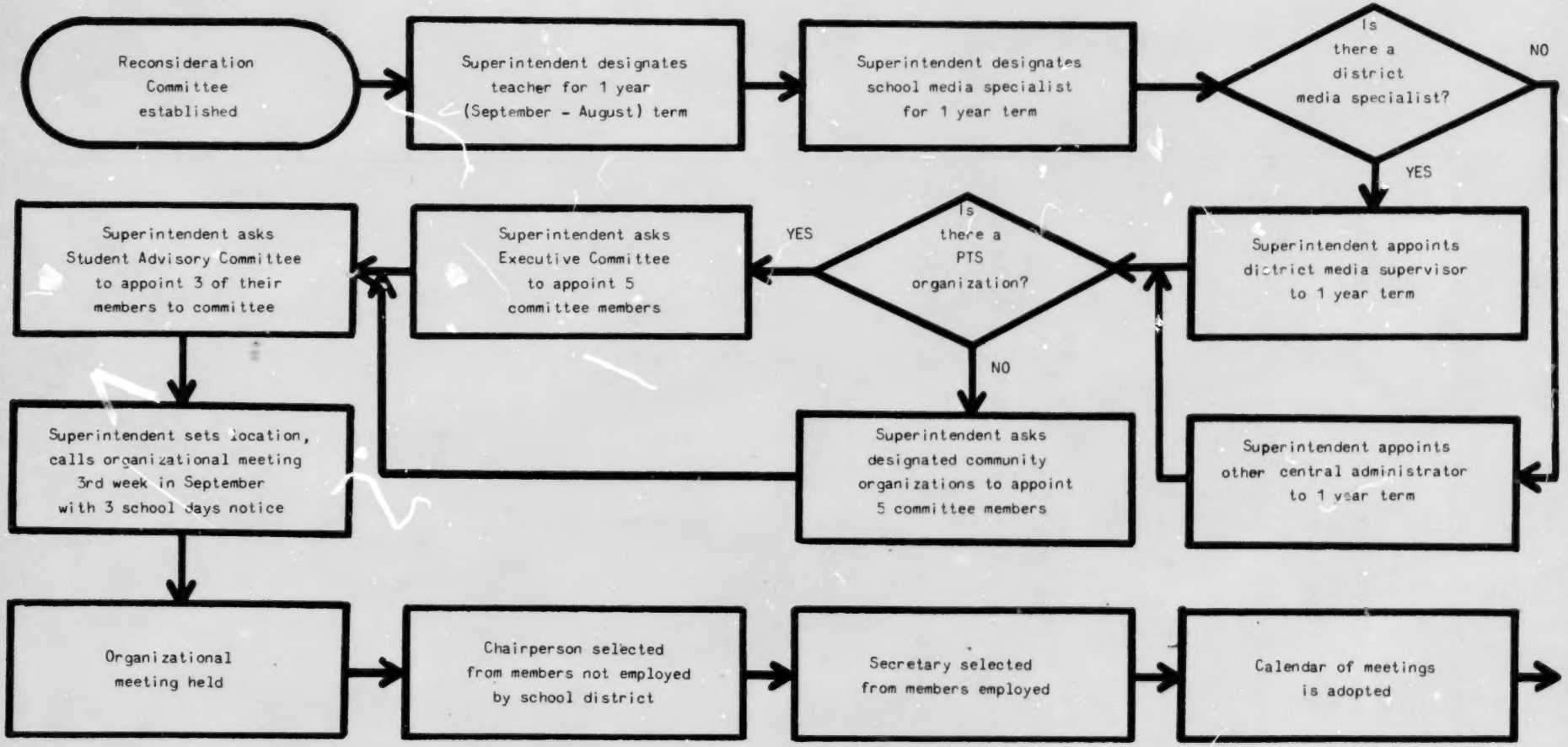
Iowa State Education Association/National Education Association, 4025 Tonawanda Drive, Des Moines 50312

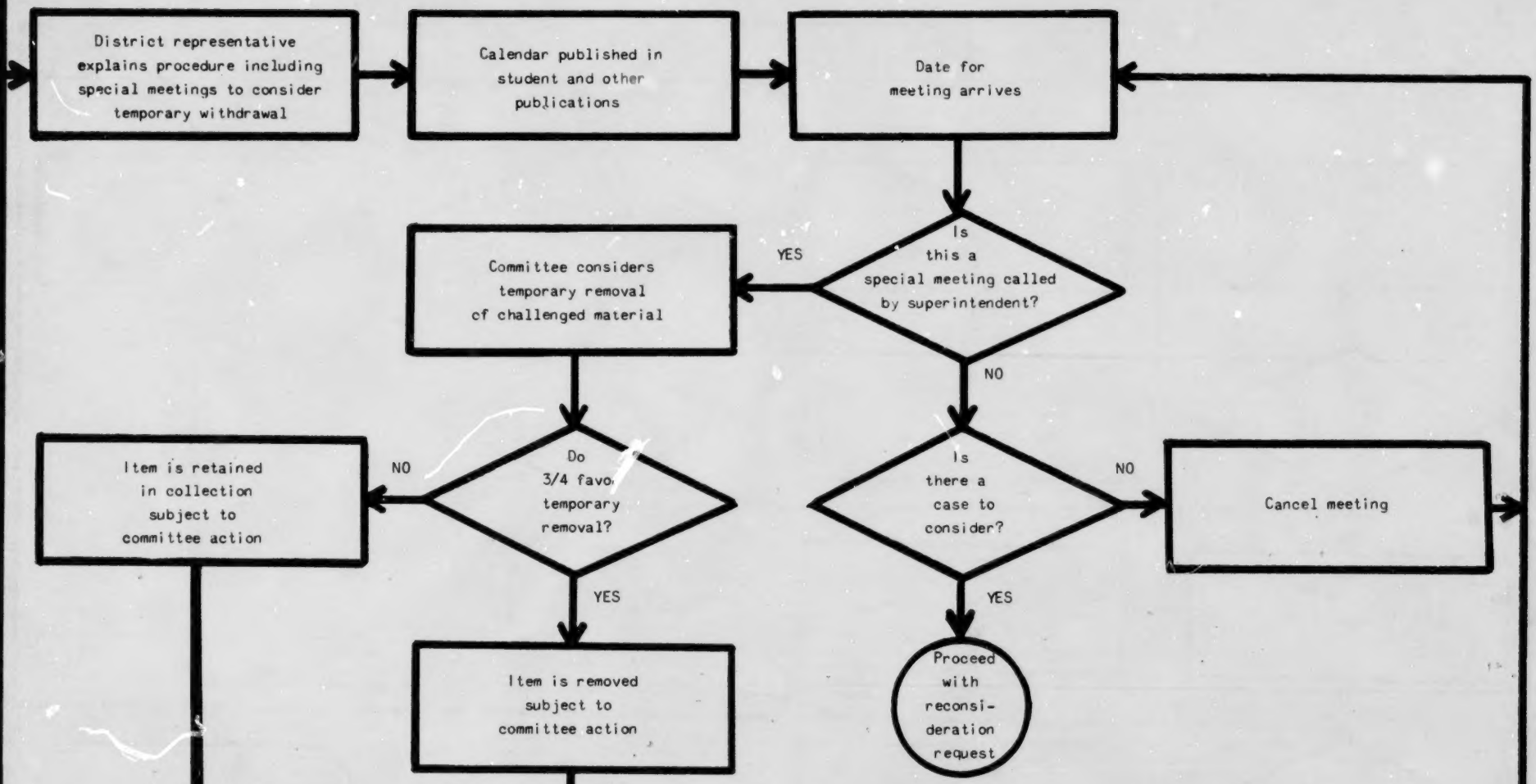
National Council for the Social Studies, 3615 Wisconsin Avenue N.W., Washington, D. C. 20016

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801

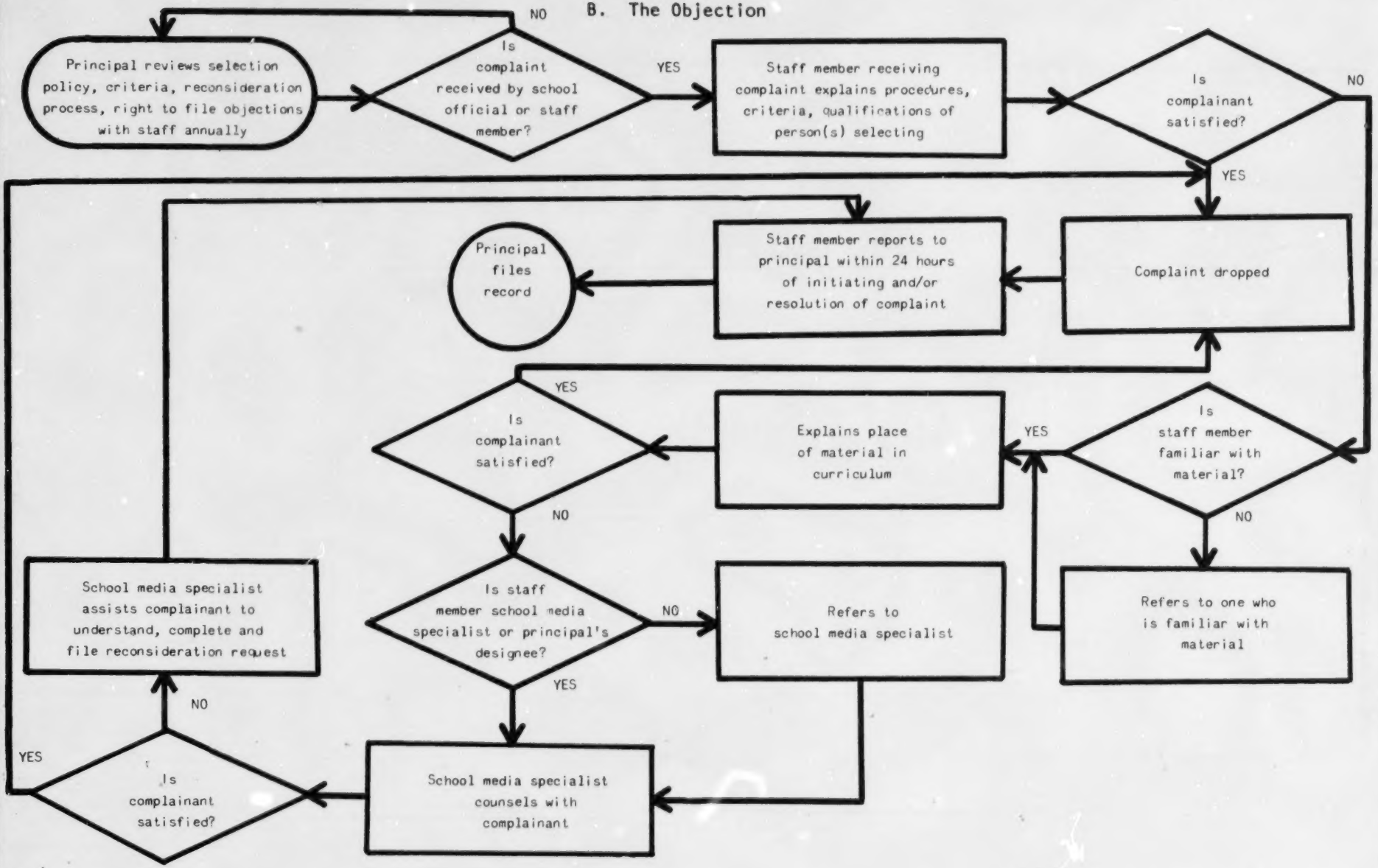
Office of Intellectual Freedom (ALA)

RECONSIDERATION PROCESS
Study Guide
A. Committee Organization

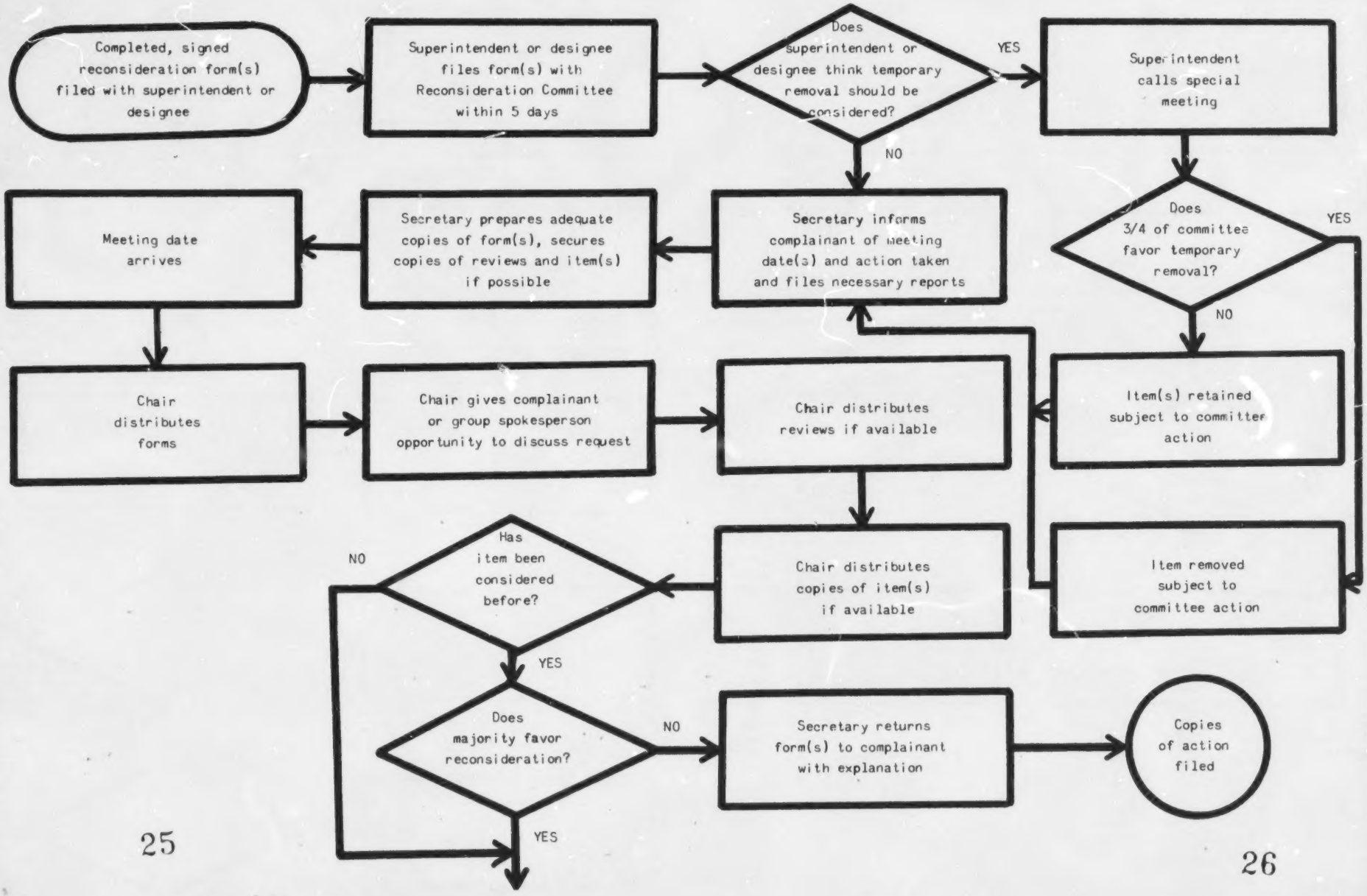

Reconsideration Committee established
Superintendent designates teacher for 1 year (September - August) term
Superintendent designates school media specialist for 1 year term
Is there a district media specialist?
NO
YES
Superintendent appoints district media supervisor to 1 year term
Is there a PTS organization?
YES
Superintendent asks Executive Committee to appoint 5 committee members
Superintendent asks Student Advisory Committee to appoint 3 of their members to committee
NO
Superintendent asks designated community organizations to appoint 5 committee members
Superintendent appoints other central administrator to 1 year term
Superintendent sets location, calls organizational meeting 3rd week in September with 3 school days notice
Organizational meeting held
Chairperson selected from members not employed by school district
Secretary selected from members employed
Calendar of meetings is adopted

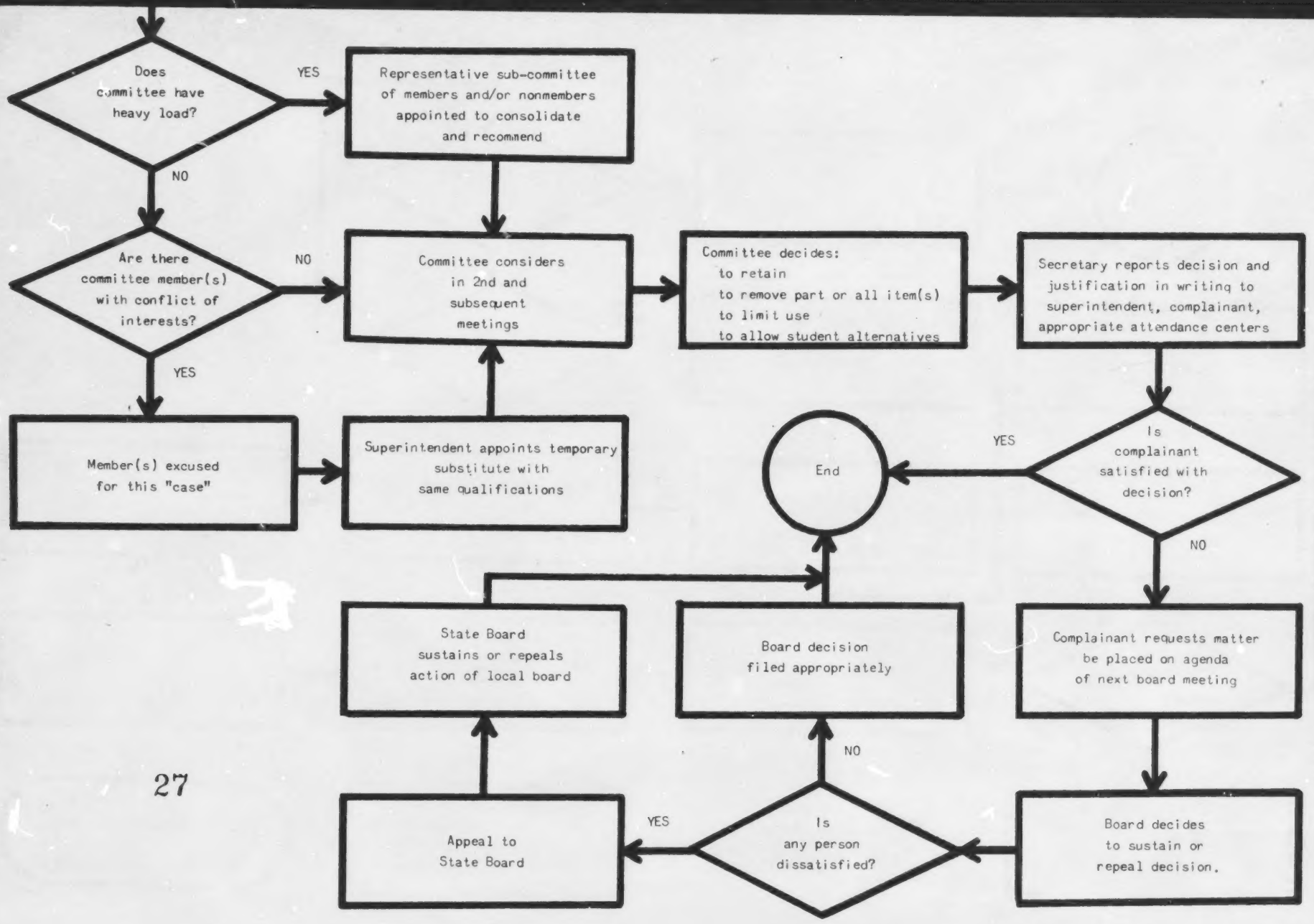

District representative explains procedure including special meetings to consider temporary withdrawal
Calendar published in student and other publications
Date for meeting arrives
Is this a special meeting called by superintendent?
YES
Committee considers temporary removal of challenged material
NO
Is there a case to consider?
NO
Cancel meeting
YES
Proceed with reconsi-deration request
Do 3/4 favo temporary removal?
NO
Item is retained in collection subject to committee action
YES
Item is removed subject to committee action

B. The Objection


Principal reviews selection policy, criteria, reconsideration process, right to file objections with staff annually
Is complaint received by school official or staff member?
NO
YES
Staff member receiving complaint explains procedures, criteria, qualifications of person(s) selecting
Is complainant satisfied?
NO
YES
Complaint dropped
Staff member reports to principal within 24 hours of initiating and/or resolution of complaint
Principal files record
Is staff member familiar with material?
YES
NO
Refers to one who is familiar with material
Explains place of material in curriculum
Is complainant satisfied?
YES
NO
Is staff member school media specialist or principal's designee?
NO
YES
Refers to school media specialist
School media specialist assists complainant to understand, complete and file reconsideration request
Is complainant satisfied?
YES
NO
School media specialist counsels with complainant

C. Request for Reconsideration


Completed, signed reconsideration form(s) filed with superintendent or designee
Superintendent or designee files form(s) with Reconsideration Committee within 5 days
Does superintendent or designee think temporary removal should be considered?
YES
Superintendent calls special meeting
NO
Does 3/4 of committee favor temporary removal?
YES
NO
Secretary informs complainant of meeting date(s) and action taken and files necessary reports
Secretary prepares adequate copies of form(s), secures copies of reviews and item(s) if possible
Meeting date arrives
Chair distributes forms
Chair gives complainant or group spokesperson opportunity to discuss request
Chair distributes reviews if available
Item(s) retained subject to committee action
Item removed subject to committee action
Chair distributes copies of item(s) if available
Has item been considered before?
NO
YES
Does majority favor reconsideration?
NO
YES
Secretary returns form(s) to complainant with explanation
Copies of action filed


Does committee have heavy load?
YES
Representative sub-committee of members and/or nonmembers appointed to consolidate and recommend
NO
Are there committee member(s) with conflict of interests?
NO
Committee considers in 2nd and subsequent meetings
Committee decides:
to retain
to remove part or all item(s)
to limit use
to allow student alternatives
Secretary reports decision and justification in writing to superintendent, complainant, appropriate attendance centers
YES
Member(s) excused for this "case"
Superintendent appoints temporary substitute with same qualifications
End
YES
Is complainant satisfied with decision?
NO
State Board sustains or repeals action of local board
Board decision filed appropriately
Complainant requests matter be placed on agenda of next board meeting
NO
YES
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Is any person dissatisfied?
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Committee on Decency
VS
Northeast-Southwest Community School District

A Simulation

Reprinted with Permission

June 1980

COMMITTEE ON DECENCY

VS

NORTHEAST-SOUTHWEST COMMUNITY SCHOOL DISTRICT

A Simulation

by

Lucille Lettow

and

Mary Lou McGrew

For use with Selection of Instructional Materials: A Model Policy and Rules

Reprinted with Permission

by

The Iowa Department of Public Instruction

June 1980

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Grimes State Office Building
Des Moines, Iowa 50319

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Preface

Committee on Decency vs Northeast-Southwest Community School District: A Simulation, was written by Mary Lou McGrew and Lucille Lettow, members of the Iowa Educational Media Association (IEMA) Intellectual Freedom Committee. Both are on the staff of the University of Northern Iowa. The simulation was written to use at a concurrent session at the IEMA Spring Conference in March of 1980. The object of the session was to help people understand the reconsideration process outlined in the Department of Public Instruction's Selection of Instructional Materials: A Model Policy and Rules, first published in 1975. The authors hope that use of the simulation will allay the fear or anxiety which may prevent school boards from adopting selection policies or school staff members, students and other citizens from implementing the policies or the reconsideration process.

A simulation is designed to be used. This publication, therefore, can be modified, torn asunder, cut up, and reproduced in whole or in part, in the process of use. The authors are available for consultation and would welcome opportunities to lead simulations. They may be contacted as follows:

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Committee on Decency

vs

Northeast-Southwest Community School District

A Simulation: Leaders' Edition

Although there are many different kinds of simulations, the one you are about to experience will involve a carefully constructed situation in which participants will act out a character's role. To be effective, roles must be personified as realistically as possible. A simulation is not a slap-stick charade. Although different perspectives to the issue will emerge, participants should please bear in mind their assigned roles and act as the characters would most likely behave in real life. Very few roles are extreme; most roles call for the participants to determine their own viewpoint.

Objectives

To experience the process for reconsideration of instructional materials as described in the Iowa Department of Public Instruction's Selection of Instructional Materials: a Model Policy and Rules.

To be aware of the varying attitudes surfacing in a censorship case.

To personally evaluate the many facets of intellectual freedom.

Situation

Mrs. Helen Hilmer, an elementary teacher in the Northeast-Southwest Community School District, recently discovered a book in her elementary school's media center that she finds offensive. She has asked the district's Instructional Materials Review Committee to consider removing it from the collection. She has also asked a local group of concerned citizens--the Committee on Decency--to support her cause. Mrs. Hilmer's objections to the book are based on its 1) portrayal of teachers, and 2) threat to authority. (See reconsideration form.) The book cited in the simulation model is Albert Cullum's Blackboard, Blackboard on the Wall, Who is the Fairest One of All? However, game leaders may select any appropriate item and develop objections based on their immediate situation.

Mrs. Hilmer and the Committee on Decency have been invited to attend a meeting of the Review Committee in order to present their case.

The Review Committee, realizing that any decision made will reflect on future issues, is ready to carefully consider the issue.

Setting

The School District

Located in the midst of Iowa's rich farmland, the district is comprised of 3 small towns--Towns A, B, and C. Based on a K-6, 7-9, 10-12 organization, enrollment totals 863 students. The new high school, built in the country, is equidistant from the 3 towns. The junior high and 2 elementary schools are in older buildings used by the individual towns before the reorganization in 1964.

The elementary school used in this simulation is located in Town A, the largest of the 3 towns, and has a faculty of 17 teachers. An adequate budget has been allotted for instructional materials throughout the district.

The Community

The 3 towns and their rural surroundings support a basically agricultural economy. Collectively, there are 2 banks, 1 grain elevator, a large implement dealership, 3 grocery stores, a meat locker, 2 cafes, 3 gas stations/auto repair shops, and 2 post offices. One physician and one veterinarian serve the area.

There are 7 churches in the district, representing 5 denominations. The largest town, Town A, has a public library and a weekly newspaper that frequently editorializes on local issues. There are active Farm Bureau, NFO, and 4-H groups in the area.

A larger town 20 miles to the west serves as county seat and as a major shopping center. Some residents are employed in the larger town and commute daily.

The Selection Policy

The Northeast-Southwest Community School District's Instructional Materials Selection Policy has been approved by the school board and, has been in effect for the past 3 years. It has proved workable. It is based on the Iowa Department of Public Instruction's Selection of Instructional Materials: a Model Policy and Rules. Copies are available to all concerned.

The Reconsideration Request Form provided as part of the policy has been completed by Mrs. Hilmer and submitted to the Review Committee. (See following page.)

Procedures

The simulation has been designed for a 75-minute period; however, game leaders can easily adjust the time period to their immediate situation.

10 min. Distribution of simulation materials and role assignments.

5 min. Presentation of procedures and game rules.

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(SUBMIT TO SUPERINTENDENT)

Item Description (fill in all applicable information)

Author *Cullum, Albert*

Title *Blackboard, Blackboard on the Wall, Who is the Fairest One of All?*

Publisher or Producer (if known) *Quist/Dial*

Date of Publication or Production *1978*

Type of Material (book, filmstrip, motion picture, etc.) *book*

Request Initiated by *Mrs. Henry Hilmer*

Telphone _____ Address _____

City _____ Zip _____

School(s) in which item is used *Elementary School*

Person making the request represents her/~~XXX~~self group or organization

The Committee on Decency supports my stand and wishes to be included on any decision-making concerning this issue.

Name of group _____

Address of group _____

1. Did you review the entire item? If not, what sections did you review?

Yes

2. To what in the item do you object? (Please be specific; cite pages, or frames, etc.) *The portrayal of teachers throughout the book.*

3. In your opinion what harmful effects upon pupils might result from use of this item? *Students will think their teachers are lazy, dishonest, hateful, disinterested, and selfish. They will have no respect for anyone in education...they will develop a negative attitude toward education. I also find this demoralizing to teachers.*

4. Do you perceive any instructional value in the use of this item? _____

Absolutely none. It isn't even funny, it's just a put-down.

5. Should the opinion of any additional experts in the field be considered?

X Yes Please list suggestions if any: School administrators, teachers, and consultants who work with children.

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

I recommend no material fostering disrespect for teachers. Fleming, Alice. Great Women Teachers. Lippincott, 1965.

7. Do you wish to make an oral presentation to the review committee?

X Yes (a) Please call the office of the superintendent _____
Telephone No.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ No

March 13, 1980
DATE

Wm. Henry Hibbard
SIGNATURE

Brief overview of procedures as described here.

Rules:

1. The chairperson of the Review Committee is officially in charge. Observers may speak by first standing to be recognized by the chairperson.
2. Either the Committee on Decency or the Review Committee may call for a caucus to realign its strategies at any time.
3. The game leaders may direct either committee to draw chance cards at any time.

10 min. Simulation begins. Mrs. Hilmer, with the assistance of the the game leader, will present the objectionable material. The example Blackboard, Blackboard on the Wall, Who is the Fairest One of All? was presented in a slide/tape of the illustrations and narration; however, game leaders may wish to use other methods of presentation.

10 min. Participants move into physical arrangement most conducive for simulation. The arrangement might be as follows with the Review Committee at the front of the room:

The Review Committee and the Committee on Decency meet separately. Observers may join the committee they support. Members become acquainted with each other's roles, the selection policy, and the complaint form Mrs. Hilmer has submitted. Each group needs to plan its strategy; however, chance cards will be pulled periodically. These cards may significantly alter the situation.

15 min. Chairperson of the Review Committee calls the meeting to order and then calls upon Mrs. Hilmer. She may comment on the objectionable material and then turn the meeting over to the chairperson of the Committee on Decency for further comments. This meeting is called primarily to hear the issues presented by Mrs. Hilmer and the Committee on Decency.

Meeting adjourned.

15 min. Chairperson of the Review Committee calls the second meeting to order. Committee on Decency is again in attendance, but

the primary focus of this meeting is on the Review Committee. They review the information, discuss and make a recommendation concerning the future use of the book. Final judgment is not mandatory.

Meeting is adjourned.

10 min. Debriefing and discussion.

Roles

As participants enter the room they are given the Participant's Edition of the simulation, cards describing their roles, and large name cards identifying their roles (to be worn around the neck). The printing on the name cards should be large enough so that it can be read across the room.

The role cards and large name cards are color-coded to assist the game leaders in group identification. Three colors may be used; one for the Committee on Decency, another for the Review Committee, and still another for the Supporters of Intellectual Freedom.

The Complainant: Mrs. Henry (Helen) Hilmer, "forty-ish," is a well-known and respected elementary teacher in the school at Town A. As an only child, she was raised in the Southern Witness for the Free Evangelical Church. As founders of the local congregation, she and her husband are still active in the church.

Mrs. Hilmer recently discovered a book in her elementary school's media center that she finds offensive. She has asked the district's Instructional Materials Review Committee to consider removing it from the collection. She has also asked a local group of concerned citizens--the Committee on Decency--to support her cause. Mrs. Hilmer's objections to the book are based on its 1) portrayal of teachers, and 2) threat to authority.

The Committee on Decency: a group of concerned citizens from Town A.

Chairman: Mr. Henry Hilmer, "forty-ish," is a real estate agent. He is also a founder and member of the Southern Witness for the Free Evangelical Church.

Vice President: Mr. Bryce Nelson, "fifty-ish," farms 520 acres and is very active in the Farm Bureau. He is the parent of 3 children, all students in the local district. In the last election, he ran unsuccessfully for a seat on the school board.

Secretary: Mrs. Wilma Simms, "thirty-ish," is a homemaker, mother of 2 preschool children, and a member of the Morning Prayer Circle.

Treasurer: Mr. Claus Jacobs, "fifty-ish," local banker and member of the Birch Society. He has one son in college. Mr. Jacobs was instrumental in reorganizing the schools into one district in 1964.

Members at-large: Mrs. Virgil (Hazel) Black--Elderly widow of a local physician, Mrs. Black is active in several women's groups, including the Daughters of the American Revolution (DAR).

Mr. Daniel Drake, "thirty-ish," is owner of a local auto repair shop where he employs 2 workers. Mr. Drake is also known for his elected office on the County Board of Supervisors. No children.

Other committee members may be present as indicated by their name tags. Supporting witnesses may be created from this group, e.g., Rev. David Beck, Minister of the Soutnern Witness of the Free Evangelical Church. Identifications have also been given to Mrs. John (Linda) Piper, Miss Gertrude Starr, Mrs. Craig (Gloria) Crane, and Mr. Patrick Jones.

The Review Committee, selected on the basis of the Northeast-Southwest Community School District's Instructional Materials Selection Policy, is comprised of 3 students, 3 faculty members, and 5 community persons. Roles indicated (*) may be eliminated if there are fewer than 21 participants.

Chairperson: Mrs. Ann Buckley, "fifty-ish," lives in Town C where her husband is a banker. Her two children attend the high school. She is active in the League of Women Voters and has been a volunteer in a number of civic causes, e.g., Hospital Auxiliary, Meals-on-Wheels.

Secretary: Mr. James Henry, "thirty-ish," is elementary principal at Town C. He has no duties at the school in Town A. Previously an elementary classroom teacher for 7 years, Mr. Henry is concerned not only with good school/community relations, but also with educational excellence.

Sally Mason, a 9th grader, reads widely and ranks high in academic excellence. Her family, which includes 4 children, lives on a farm. Sally's younger brother and sister attend the elementary school in which Mrs. Hilmer teaches.

*Dawn Kelly, a junior, is an average student. She is popular among her peers and serves her school as a cheerleader. Her favorite book is Blume's Forever. Dawn lives with her parents in Town A. Her parents are active in a number of civic organizations. She has one older sister who is an English major at the University of Northern Iowa.

Nathan Sauers, a senior and the school's top debate student, is best known for his reputation as a wheeler-dealer. He is very scholarly and has political aspirations. Why shouldn't he? He is an only child, his father is a state representative and his mother is a county committee woman for her party.

Mrs. Yavonne Zimmer, "thirty-ish," is a former elementary teacher who is currently a homemaker with two small children: a second grader and a kindergartner, both students at Town C.

*Mrs. Becky Staley, "thirty-ish," a junior high media specialist who, from her point of view, is concerned with the good of the students. A supporter of good literature, she bases her spending on the best literature for the money. She is a member of the Southern Witness for the Free Evangelical Church.

Rev. Ray Appleby, "forty-ish," a United Methodist minister and strong Social Activist. Rev. Appleby has 3 small churches in his charge. He has 2 children, one in junior high and one in high school.

Mr. Dale McCormack, "forty-ish," high school social studies teacher and advocate of academic freedom. "Mr. Mac," who uses provocative, controversial materials in the Social Issues course he teaches, is known for the good rapport he has established with students and parents.

Mr. Hank Lang, "sixty-ish," is an area farmer and a member of the NFO. He is a graduate of Iowa State University where he met his wife, now deceased. She was a teacher in the Northeast-Southwest Community School District. He has no children.

*Mr. Eric Bussey, "thirty-ish," is a graduate of the Northeast-Southwest Community School District. He is currently a professional photographer, but was formerly a science teacher who left teaching because of his refusal to teach creationism as an alternate theory to evolution. He has one preschool child.

Supporters of intellectual freedom are among the observers. Supporting witnesses may be created from this group, e.g., Mr. Tom Marshall, a reporter for the Des Moines Register. Identifications have also been given to Mrs. Gerald (Joan) Nichols, Mrs. Steven (Peggy) Jackson, Ms. Lisa Wiley, and Mr. Bill Martin.

Observers: Committee on Decency

You are a member of the Committee on Decency. Your board is representing the group. If at some time during the proceedings you wish to speak, please stand to be recognized by the chairperson of the Review Committee. (Mrs. Linda Piper, Miss Gertrude Starr, Mrs. Gloria Crane, Mr. Patrick Jones, and Rev. David Beck.)

Expert Witness: Dr. Clayton Bell, noted psychologist. You will be requested (chance card) to give your opinion concerning the psychological effects that the book has on students.

Stress that the book encourages disrespect and creates situations where authority would be resisted. (you may elaborate.)

Expert Witness: Mr. Clarence Allen, a long-time school board member. You will be called upon (chance card) to speak on behalf of the Committee on Decency.

Essence of your speech: I have seen the illustration and text of Blackboard, Blackboard that depicts a school board member as someone who attempts to disrupt the educational process rather than to support it. I certainly do not consider myself or any other board member so crude. This book not only undermines the authority of elected officials but also has potential for creating disrespectful attitude toward teachers and teachers' authority. (You may elaborate.)

Observers: Supporters of Intellectual Freedom

You are opposed to the stand taken by the Committee on Decency. Wanting your children to have the best education possible, you are here to support free access to materials. If, at some time during the proceedings you wish to speak, please stand to be recognized by the chairperson of the Review Committee. (Mr. Tom Marshall, Mrs. Joan Nichols, Mrs. Peggy Jackson, Ms. Lisa Wiley, and Mr. Bill Martin.)

Expert Witness: Mr. Edward Green, a local member of the ICLU (Iowa Civil Liberties Union). You will be asked (chance card) to summarize the letter written to the Review Committee by the Executive Director of the ICLU.

You stress that your group is monitoring the case and read a portion of the letter:

> "And furthermore, to remove the book from the school would quite clearly be an abridgment of information. We urge your committee to make their decision with the First Amendment of the United States Constitution well in mind." (You may elaborate.)

Expert Witness: Mrs. Harriet Towne, AEA (Area Education Agency) Reading Consultant. When called upon (chance card) by the chairperson, you will point out that the book has received a favorable review in Children's Book Review Service, a reliable source.

You may quote the review:

> "This book should be required reading. Only this time, it should be given to all parents and students so that they can better understand what it is like to be a teacher. Teachers, as well as future teachers, will want to read it to verify that they are not alone in experiencing the joys and sorrows of day-to-day teaching."

Furthermore, you feel the book is an excellent device to use as a discussion starter for groups wishing to study human relations in the educational climate. The state has, after all, required teachers to direct their attention to this area. (You may elaborate.)

Chance Cards

The chance cards incorporate factors into the simulation that may actually alter the situation. This portion can be adapted easily to any objectionable material the game leaders select.

Game leaders may disperse chance cards at specified intervals of time (e.g., every 5 minutes) or as they see a need for a change of pace or focus.

These cards may also be color-coded to identify group being favored. Two colors may be used; one favoring the Committee on Decency and another favoring Supporters of Intellectual Freedom.

Chance Cards

(Favoring Committee on Decency)

1. Chairperson, Committee on Decency announces: Central Community School District, located 20 miles north of the Northeast-Southwest Community District, has decided to remove Cullum's Blackboard, Blackboard on the Wall, Who is the Fairest One of All? from their school.

2. You may quote these negative reviews from reputable sources:
Bulletin of the Center for Children:
"Whether this will appeal to children or adults more is debatable...but the acrimony expressed by some of the fictional teachers may well offend some readers."

School Library Journal:
"This coffee table picture book talks about teachers--their attitudes toward parents, school board members, individual students, principals. While frank--not all teachers like all students, teachers are as eager for vacation as their pupils--it also gets involved in issues and uses vocabulary ('accountability,' 'flow charts,' 'curriculum director') children won't know or care about. The text sometimes takes on a political cast--issues instead of feelings--and there is no continuous story. Each double page, presenting a single teacher's point of view, has little to do with those preceding or following; illustrations (one per spread) are by different artists and in widely differing styles--cartoon, surrealistic, realistic. The result is a showcase for the artists, a polemic for the author, and not much for the child."

3. The Chairperson of the Review Committee acknowledges Dr. Clayton Bell, noted psychologist.

Summary of testimony: The book in question encourages disrespect and creates situations where authority would be resisted.

4. Chairperson, Committee on Decency announces that an editorial has been published in the local newspaper that clearly aligns itself with the Committee on Decency.

An excerpt from the editorial reads:

"Why has our school spent taxpayers' money on books that picture students as screws, parents as all-mouth, teachers as kooks? If our teachers are accurately personified in this book, they should be dismissed!"

5. Chairperson of Review Committee acknowledges Mr. Clarence Allen, a long-time school board member.

Summary of his speech: I have seen the illustration and text in Blackboard, Blackboard that depicts a school board member as someone who attempts to disrupt the educational process rather than support it. I certainly do not consider myself or any other board member so crude. This book not only undermines the authority of elected officials but also has potential for creating a disrespectful attitude toward teachers and teachers' authority.

(Favoring Intellectual Freedom)

1. Chairperson of Review Committee acknowledges Mrs. Harriet Towne, AEA reading consultant.
Summary of testimony: The book has received a favorable review in Children's Book Review Service, Inc. She may quote the review.

"This book should be required reading. Only this time, it should be given to all parents and students so that they can better understand what it is like to be a teacher. Teachers, as well as future teachers, will want to read it to verify that they are not alone in experiencing the joys and sorrows of day-to-day teaching."

She may state, "Furthermore, I feel the book is an excellent device to use as a discussion starter for groups wishing to study human relations in the educational climate. The state has, after all, required teachers to direct their attention to this area."

2. Chairperson of the Review Committee acknowledges Mr. Edward Green, local member of the ICLU. Mr. Green reads a portion of the letter written to the chairperson of the Review Committee by the Executive Secretary of the ICLU.

   Summary: The ICLU is monitoring the case.

   "And furthermore, to remove the book from the school would quite clearly be an abridgment of information. We urge your committee to make their decision with the First Amendment of the United States well in mind."

3. Chairperson of the Review Committee announces:
   News Release: Albert Cullum's book Blackboard, Blackboard on the Wall, Who is the Fairest One of All? has been announced as the winner of the "Humanity in Education Award" by the Monarch Foundation.

4. The Chairperson of the Review Committee announces that the chairperson of the Iowa Educational Media Association's Intellectual Freedom Committee has written a letter to the Review Committee. The chairperson reads a portion:

   "We will provide you with additional reviews of the book in question, overviews of similar cases, and any court rulings that may prove helpful. Above all, we encourage you to adhere to the processes as outlined in your selection policy and to make your decision on the basis of the First Amendment."

5. A petition, signed by 154 high school students, is presented to the chairperson of the Review Committee, who reads the opening phrase aloud:

   "We, the undersigned, all citizens of the United States, do hereby request that the book Blackboard, Blackboard on the Wall, Who is the Fairest One of All? be made available to all students of the Northeast-Southwest Community School District."

Debriefing: Discussion and evaluation questions.

1. Was it difficult to simulate your assigned role? What would have made is easier? If given a choice, which role would you have selected? Why?

2. If a decision was made, are you satisfied with it? If one was not made, what factors were responsible for the indecision?

3. Does your school have a selection policy? If no, why? If yes, is it effective? How does it compare to the one in the simulation?

4. When was the simulation realistic? When was the simulation not realistic?

5. What do you consider to be the highlight of the simulation?

Attitude clarification: The leader will give a term and members of the group will respond with the first word or phrase that comes to mind. Suggested terms: intellectual freedom, decency, censorship, First Amendment, free access, concerned citizens, banning, reconsideration.

Committee on Decency

vs

Northeast-Southwest Community School District

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Objectives

To experience the process for reconsideration of instructional materials as described in the Iowa Department of Public Instruction's Selection of Instructional Materials: a Model Policy and Rules.

To be aware of the varying attitudes surfacing in a censorship case.

To personally evaluate the many facets of intellectual freedom.

Situation

Mrs. Helen Hilmer, an elementary teacher in the Northeast-Southwest Community School District, recently discovered a book in her elementary school's media center that she finds offensive. She has asked the district's Instructional Materials Review Committee to consider removing it from the collection. She has also asked a local group of concerned citizens--the Committee on Decency--to support her cause. Mrs. Hilmer's objections to the book are based on its 1) portrayal of teachers, and 2) threat to authority. (See reconsideration form.) The book cited in the simulation model is Albert Cullum's Blackboard, Blackboard on the Wall, Who is the Fairest One of All? However, game leaders may select any appropriate item and develop objections based on their immediate situation.

Mrs. Hilmer and the Committee on Decency have been invited to attend a meeting of the Review Committee in order to present their case.

The Review Committee, realizing that any decision made will reflect on future issues, is ready to carefully consider the issue.

Setting

The School District

Located in the midst of Iowa's rich farmland, the district is comprised of 3 small towns--Towns A, B, and C. Based on a K-6, 7-9, 10-12 organization, enrollment totals 863 students. The new high school, built in the country, is equidistant from the 3 towns. The junior high and 2 elementary schools are in older buildings used by the individual towns before the reorganization in 1964.

The elementary school used in this simulation is located in Town A, the largest of the 3 towns, and has a faculty of 17 teachers. An adequate budget has been allotted for instructional materials throughout the district.

The Community

The 3 towns and their rural surroundings support a basically agricultural economy. Collectively, there are 2 banks, 1 grain elevator, a large implement dealership, 3 grocery stores, a meat locker, 2 cafes, 3 gas stations/auto repair shops, and 2 post offices. One physician and one veterinarian serve the area.

There are 7 churches in the district, representing 5 denominations. The largest town, Town A, has a public library and a weekly newspaper that frequently editorializes on local issues. There are active Farm Bureau, NFO, and 4-H groups in the area.

A larger town 20 miles to the west serves as county seat and as a major shopping center. Some residents are employed in the larger town and commute daily.

The Selection Policy

The Northeast-Southwest Community School District's Instructional Materials Selection Policy has been approved by the school board and, has been in effect for the past 3 years. It has proved workable. It is based on the Iowa Department of Public Instruction's Selection of Instructional Materials: a Model Policy and Rules. Copies are available to all concerned.

The Reconsideration Request Form provided as part of the policy has been completed by Mrs. Hilmer and submitted to the Review Committee. (See following page.)

Procedures

10 min. Distribution of simulation materials and role assignments.

5 min. Presentation of procedures and game rules.

Brief overview of procedures as described here.

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(SUBMIT TO SUPERINTENDENT)

Item Description (fill in all applicable information)

Author *Cullum, Albert*

Title *Blackboard, Blackboard on the Wall, Who is the Fairest One of All?*

Publisher or Producer (if known) *Quist/Dial*

Date of Publication or Production *1978*

Type of Material (book, filmstrip, motion picture, etc.) *book*

Request Initiated by *Mrs. Henry Hilmer*

Telphone _____ Address _____

City _____ Zip _____

School(s) in which item is used *Elementary School*

Person making the request represents her/~~XXX~~self group or organization

The Committee on Decency supports my stand and wishes to be included on any decision-making concerning this issue.

Name of group _____

Address of group _____

1. Did you review the entire item? If not, what sections did you review?

Yes

2. To what in the item do you object? (Please be specific; cite pages, or frames, etc.) *The portrayal of teachers throughout the book.*

3. In your opinion what harmful effects upon pupils might result from use of this item? *Students will think their teachers are lazy, dishonest, hateful, disinterested, and selfish. They will have no respect for anyone in education...they will develop a negative attitude toward education. I also find this demoralizing to teachers.*

4. Do you perceive any instructional value in the use of this item? _____

Absolutely none. It isn't even funny, it's just a put-down.

5. Should the opinion of any additional experts in the field be considered?

__X__ Yes Please list suggestions if any: *School administrators, teachers, and consultants who work with children.*

_____ No

6. In the place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

I recommend no material fostering disrespect for teachers.

Fleming, Alice. Great Women Teachers. Lippincott, 1965.

7. Do you wish to make an oral presentation to the review committee?

__X__ Yes (a) Please call the office of the superintendent _____
Telephone No.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ No

March 13, 1980
DATE

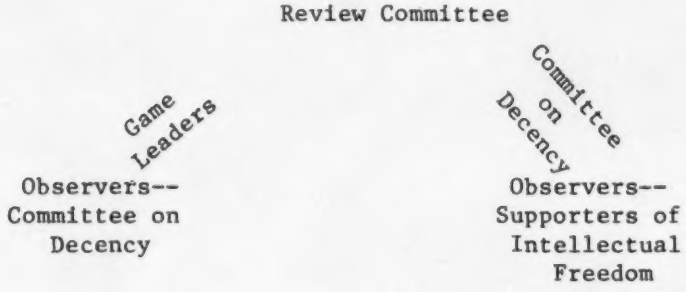
Mrs. Henry Helmer
SIGNATURE

Rules:

1. The chairperson of the Review Committee is officially in charge. Observers may speak by first standing to be recognized by the chairperson.
2. Either the Committee on Decency or the Review Committee may call for a caucus to realign its strategies at any time.
3. The game leaders may direct either committee to draw chance cards at any time.

10 min. Simulation begins. Mrs. Hilmer, with the assistance of the the game leader, will present the objectionable material. The example Blackboard, Blackboard on the Wall, Who is the Fairest One of All? was presented in a slide/tape of the illustrations and narration; however, game leaders may wish to use other methods of presentation.

10 min. Participants move into physical arrangement most conducive for simulation. The arrangement might be as follows with the Review Committee at the front of the room:



The Review Committee and the Committee on Decency meet separately. Observers may join the committee they support. Members become acquainted with each other's roles, the selection policy, and the complaint form Mrs. Hilmer has submitted. Each group needs to plan its strategy; however, chance cards will be pulled periodically. These cards may significantly alter the situation.

15 min. Chairperson of the Review Committee calls the meeting to order and then calls upon Mrs. Hilmer. She may comment on the objectionable material and then turn the meeting over to the chairperson of the Committee on Decency for further comments. This meeting is called primarily to hear the issues presented by Mrs. Hilmer and the Committee on Decency.

Meeting adjourned.

15 min. Chairperson of the Review Committee calls the second meeting to order. Committee on Decency is again in attendance, but

the primary focus of this meeting is on the Review Committee. They review the information, discuss and make a recommendation concerning the future use of the book. Final judgment is not mandatory.

Meeting is adjourned.

10 min. Debriefing and discussion.

Roles

Complainant: Mrs. Henry (Helen) Hilmer, elementary teacher.

Committee on Decency: a group of concerned citizens from Town A.

Chairman: Mr. Henry Hilmer, real estate agent.

Vice President: Mr. Bryce Nelson, farmer.

Secretary: Mrs. Wilma Simms, homemaker and mother.

Treasurer: Mr. Claus Jacobs, banker.

Members at large: Mrs. Virgil Black, senior citizen.
Mr. Daniel Drake, owner of auto repair business.

Other committee members may be present as indicated by their name tags. Supporting witnesses may be created from this group, e.g., Rev. David Beck, minister of the Southern Witness for the Free Evangelical Church.

Review Committee, selected on the basis of the Northeast-Southwest Community School District's Instructional Materials Selection Policy, is comprised of 3 students, 3 faculty members, and 5 community persons. Roles indicated (*) may be eliminated if there are fewer than 21 participants.

Chairperson: Mrs. Ann Buckley, homemaker and civic volunteer.

Secretary: Mr. James Henry, elementary principal at Town C.

Sally Mason, 9th grader.

*Dawn Kelly, a junior.

Nathan Sauers, a senior.

Mrs. Yavonne Zimmer, homemaker and mother.

*Mrs. Becky Staley, junior high media specialist.

Mr. Dale McCormack, high school social studies teacher.

Rev. Ray Appleby, United Methodist minister.

Mr. Hank Lang, farmer.

*Mr. Eric Bussey, professional photographer.

Supporters of intellectual freedom are among the observers. Supporting witnesses may be created from this group, e.g., Mr. Tom Marshall, reporter for the Des Moines Register.